My Name is John.

Hello. My name is John and I am going to explain how to multiply and divide a line by a line in Geometry. Now, if you are going to ask me if I am a geometer, I have to reply by myth. Explanation by myth is one the ancient Greek's methods of teaching by discourse.

Once upon a time, God created man; They created him male and female, in the image of God. Or one can say, male and female created They him, which is rather awkward, but it does have that ancient New England flair to it. At any rate, once upon a time is not this time. It came to pass as men multiplied on the earth that men started to work for a living and not being god's themselves needed a way to designate each other and so individuals, which are not, by definition man started calling each other by their craft. That is where we got Mr. Smith and Mr. Clark, etc. A vestige of this remains today. Not being man, we tend to think of each other by an assigned craft. I work in a factory, but my name is Clark. The conflict of course is why I spend the entirety of my wages in therapy.

Now this works to my advantage. I have learned that individuals calling themselves geometers (I am personally hoping for the day I become part of man) cannot multiply and divide a line by a line. So, I guess one could say, that a geometer is someone who cannot do the math, which is really a sign for some serious expenditure on therapy—and, if those in mind—field knew what they were doing, the outlay would be advantageous. Too bad they cannot define a man. Now a non-Euclidean Geometer is someone who not only cannot do the math, they demand, as part of their initiation rights, that one will never be able to do the math. So, in due respect to non-Euclidean Geometers, please stop reading and go back to your scribbling—and contradicting yourself. Doing geometry inside of or on the outside of a tennis ball, or a Frisbee, makes me think that one has spent way to many days on the court, spiking one's tea, and certainly missing the ball.

Now, if your like me, a factory worker, and someone were to give you two lines and say,

Hey, you (He is hairy and has a club). Here are two lines, show me how to multiply one by the other, and after that, show me how to divide one by the other.

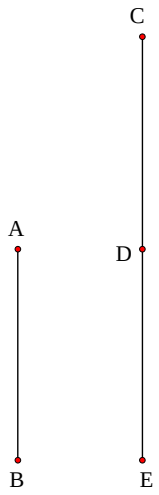
I would look at the man, think for a moment and draw a blank. What the heck does he mean? Then I would say, I am sorry, but I don't understand

what you mean. The man would leave off and I would go get another cup of coffee.

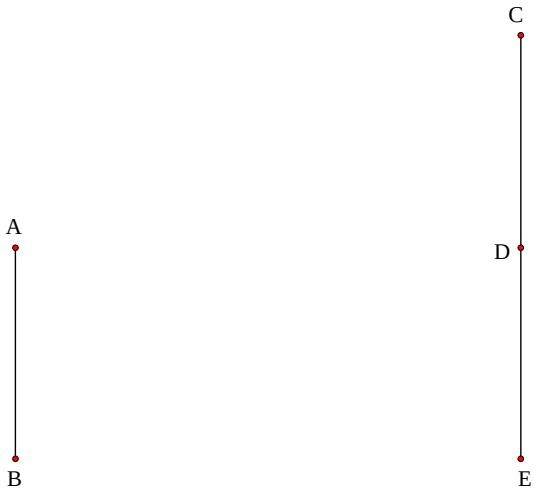
If I were a bit strange, I would consult Euclid's ***Elements*** and find to my dismay, the chap could do the math, but seems to have left this off for some reason, probably because it was too easy (so who don't lie for a friend?). Now, I happen to have in my possession a number of unpublished manuscripts which does have the answer in them and they are full of doing the math. I acquired them from the God's (and for those of you interested, the Delian Problem does have a solution—and it has something to do with Plato under extending himself). If it should be discovered that I am stealing a bit of fire, and giving it to man, please don't tell where you got it from. I have learned from first hand experience, you don't want to mess with Them—they be giants—really, really, big giants.

Now I am not going to explain this exactly as it was explained to me, as I have a poor memory. Please bear with me.

If I were given two lines, and asked to compare them, I would look at them and say;

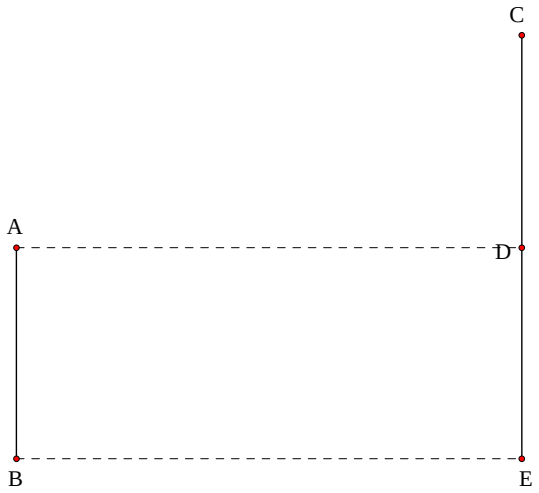


well, AB is shorter than CE. I mean, what can you do with two lines anyway. Reminds me of when I was a kid asking my mother what could I do with seven cents, realizing early on I was three cents short of a dime. If I were Euclid I would subtract one from the other and find that CE — AB = CD, or if you're a top down programmer, CE — AB = DE. If I move CE off a ways,

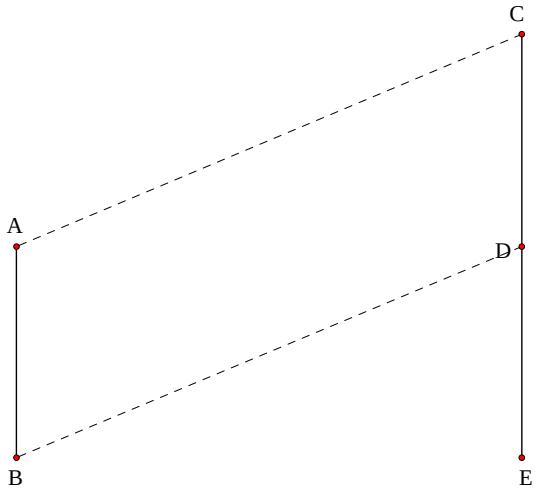


I would say that CE — AB = CD, or DE which ever you choose. Non-Euclidean Geometers, like Einstein, claim that this equality, this simultaneity, is not true and that at some point of moving AB and CE apart, as if it were part of the equation, does mysterious things to these segments. It amounts to a thief's logic—moving CE off sufficiently will make AB infinitely greater than CE 'cause we exact a kind of tribute on it and subtract that tribute as we go. It amounts to constructing a square say, of 25 square inches or so, and claiming if we repeat it enough, well, it just plain disappears—we wore it out. While on the other hand, there are those who claim that if I assert a point an infinite number of times, I can create a line. You know, like waving a knife in the air an infinite number of times an making a salad. This is the kind of mentality that makes credit card lenders rich. As I said, non-Euclidean Geometers are really crooked bankers in disguise—or really lousy cooks. A basic fact of abstraction, when you really know that a boundary is not the difference (a point is that which has not part), a form is in fact absolute, you know you can never attribute difference to that form, the form is applied as a boundary to any given difference—material. The cut is not the cutted! Wow, that was trashy!

Now if I had AB, and wanted to construct CE from it.



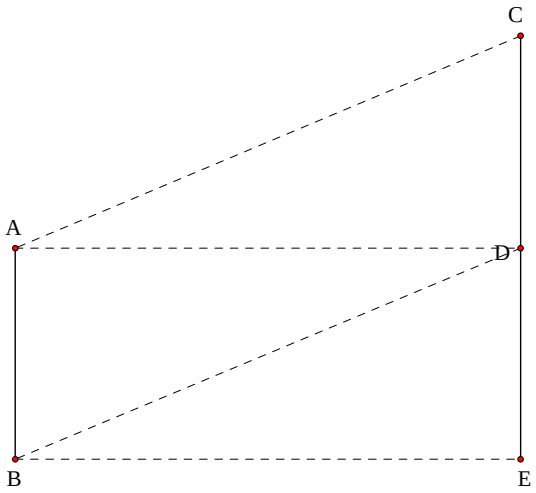
I could transfer one segment at a time



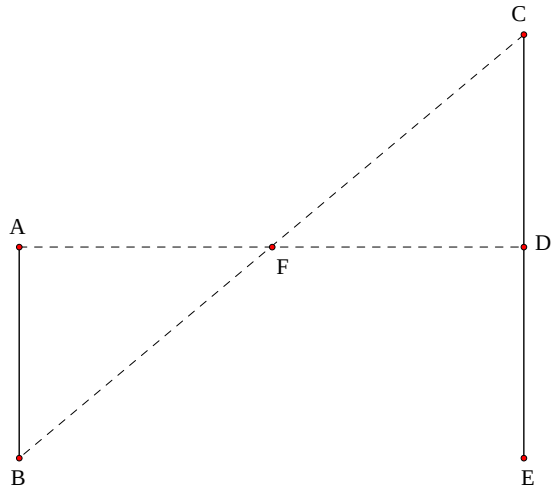
using parallel lines, but this is not multiplication, it is multiple processes, or simply addition. Parallel lines gives us the ability to do multiple additions, which is again not multiplication. One sign of that is that we have to assert each unit point in constructing CE. We have to assert each unit point just to do the parallels. Duh!

One of the things our ancient quibbling buddies, the Greeks, did tell us is that in order to multiply and divide, we have to have a unit. This is just part of plain simple Arithmetic. And they also said that when dealing with numbers in multiplication and division we were dealing with square and oblong (rectangular) numbers. Keep these ideas in mind. A square, an oblong, and a unit. Euclid drew a number of them. We will have need of them. For the moment let us learn what they did say about ratio,

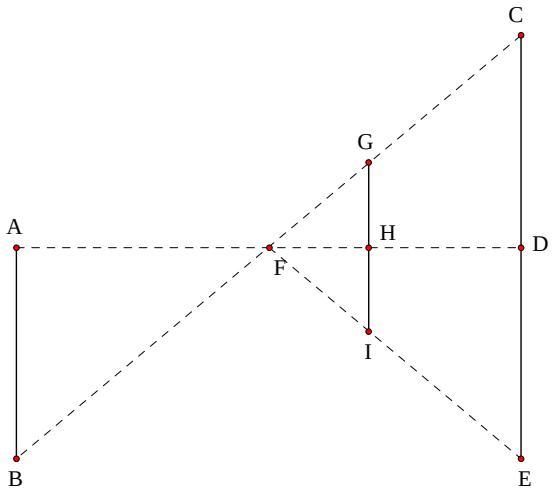
which we will also need. Now, if in constructing CE, we stayed up too late;—



and made a mistake in drawing—or were simply dyslexic;



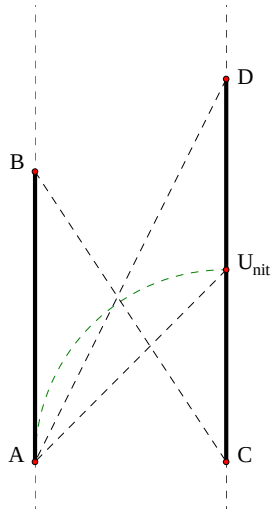
we would discover the ratio. As AB is to CD, so AF is to DF. And by George—(if you remember, he too was a hairy fellow and curious), One learns how to take any multiple and divide another segment of any length by the same multiple. From multiple addition, we have a kind of multiple division, but it is not division, it is still just a plain ratio, of anther segment.



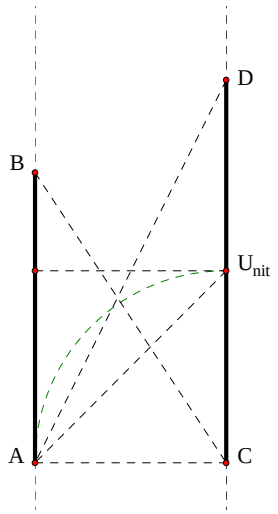
Now, as AB is to GH, so to DE is to HI, etc., etc. This is all fine and good, but, we still have not really learned how to multiply and divide. That is because these ratio's work regardless of the notion of unit, or square. Unless you are a crooked banker or a non-Euclidean Geometer, or a bad cook, this relationship is always true. There is one, and only one, difference between two points.

We are building our ideas up, one standard at a time. Intellectually, we fail, at the point we cannot abstract and use a standard—or what Plato called ***form*** because a boundary is not a difference and by definition (not a difference) always true. The divergence of language itself, starts with the inability to establish a standard even for a name. Many linguists call it the "growth" of language when meaning changes, but then they are non-Euclidean Geometers at heart also. What do they say of a government that has got its constitution saying exactly the opposite of what is written? If you want to reduce them to rubble, ask them outright, *Why can one word be or not be predicated of another*? Or again, if definition is conventional, and meaning can never be conventional, what in the heck does meaning have to do with definition? or even language? They will either get a funny look on their face mumbling to themselves, or start babbling non-sense to you. I have some books by the gods on that topic also. It is really simple, . . . but not here, not now.

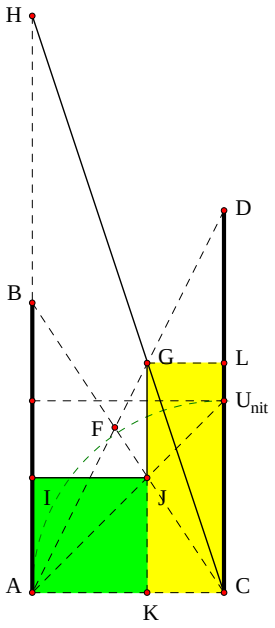
Multiplication and division rely on a standard in unit. So lets add that and see where we go.



At the outset the figure is very shy and unassuming. If you saw it laying in the street, you would hardly be pressed to pick it up. We have placed our segments the difference of our chosen unit apart, and we do have a square. No offence to Descartes who tried to find what I am doing, we don't have a number line, but a lined number. First time I ever seen a studious use of cross hairs actually miss the target.

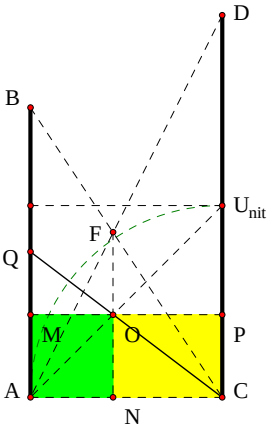


It don't look like much, but it can not only multiply and divide, one can use it to do much in the way of exponential manipulation as well. Let us take a closer look as to what the figure tells us.



$$\frac{\text{(Area } \triangle\text{BAC)}}{\text{(Area } \triangle\text{ADC)}} - \frac{\text{(Area IJKA)}}{\text{(Area KGLC)}} = 0.00000$$

This is how we perform multiplication. Given AC as our unit, AB × CD = AH. In order to see this using the Arithmetic Grammar system, We divide AC by AC and get 1, our Unit. We then divide AB by AC which gives AB in terms of our unit. We then divide CE by AC and acquire that in units, and again for AH. We will find that by using the notion of Unit, Square and Oblong Numbers, which is incorporated in the idea of ratio, we can Multiply. And we can do what no binary calculator will ever do, we do it exactly. What about division?



$$\frac{\text{(Area MANO)}}{\text{(Area ONCP)}} - \frac{\text{(Area } \triangle\text{BAC)}}{\text{(Area } \triangle\text{ADC)}} = 0.00000$$

Wouldn't you know it, there is a triplicate ratio in the figure! Right under our pencil. Didn't Euclid write that it was the hardest thing to do in geometry? Well, I have never taken geometry in school and set out to comprehend the triplicate ratio, guess I got somewhere. Going through our steps as before, we find that AB ÷ CD = AQ. Each of these steps is proven individually in Euclid. I suspect he was like Plato and wanted to see if his readers were smart enough to add and subtract ideas. And again, no binary computer will ever be up to Geometry, as Geometry is exact.

One can do a whole lot with this figure, through various projections. One can do a lot in the way of exponential manipulation. Try that with cross hairs! Some of the methods one will find in those unpublished books I was talking about. I don't know how long the gods will let me work on them, in fact, if it were not for Them, I would have been killed over thirty years ago. Imagine that, I am a walking contradiction, a living dead man. At any rate, I hope you have fun playing with the figure.

Now this is not the place to show the solution to the Delian Problem. My god, if one is just learning the simple four, by adding multiplication and division to our list of addition and subtraction, it may be too difficult realize a revolution in Euclidean Geometry based upon a standard long ago recognized but left unemployed—just like these. I will put the idea in the Geometer's Sketchpad file.

I hope I have made it clear that through multiple addition and subtraction, one leads into the understanding of ratio, just like Euclid did, but it is still a step away from multiplication and division. Those depend upon a respect for, and understanding of a standard in definition. We learn to add, and subtract. These teach us ratio—it is part of them. We learn about the units which is taught by them also. This then leads to multiplication and division and our primary four are thus established.

I do have some food for thought though. Using the facts of conventions in language, can you count the ways non-Euclidean geometries commit self-referential errors in simple logic? Apparently not, they are popular. Maybe it has something to do with linguist waving their knife in the air constructing sentences. What is prediction? Maybe I will read it to you sometime. The solution was once written on a Temple "Know Thyself." I will say this, as a sense system, the human mind is suppose to abstract form and create things with it. To deny form as the foundation for thought is simply a sign of dysfunction. I know, look at me.